

CURRICULUM GUIDE

KINDERGARTEN GENERAL MUSIC FIRST GRADE GENERAL MUSIC

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INTRODUCTION

This classroom general music curriculum guide is structured as a set of outcomes for each grade level. This first, in what we hope will be a series of curriculum guides, focuses on the Kindergarten and First Grade curriculum. The overall outcomes for these grade levels are listed first at the beginning of the guide.

The Hicksville Public Schools elementary general music curriculum emphasizes learning through active participation by all students. With this in mind, the guide takes each outcome and describes several teacher directed activities which foster student development of the skill, knowledge or behavior specified in the outcome. In general, these activities include singing and learning about folksongs, participating in singing games, participating in movement activities and dances, manipulating objects in time to music, solfege singing, reading and writing music notation, and performing on instruments. The New York State Standards that are learned through student participation in each activity are listed in parenthesis. For most activities, one or more specific examples of songs that can be used for the activity are given, with an indication, in parenthesis, of the source in which they can be found. Where the song also reinforces student learning of grade level standards in another subject area, that subject is specified in brackets.

At the end of the guide, a listing of the sources referenced is given, along with a legend indicating the abbreviations used throughout the guide to indicate each source.

The outcomes, and activities listed within each outcome, are derived from and will enable students to achieve the New York State Learning Standards for music in ways most appropriate for, and optimized to the developmental needs of, kindergarten and first grade students.

The New York State Learning Standards for the arts are:

1. Creating, performing and participating in the arts
2. Knowing and using arts materials and resources
3. Responding to and analyzing works of art
4. Understanding the cultural dimensions and contributions of the arts

KINDERGARTEN OUTCOMES

Students will learn to sing in tune and on pitch

Students will learn to discriminate between high and low

Students will learn to discriminate between fast and slow

Students will learn to discriminate between loud and soft

Students will learn to discriminate between long and short sounds

Students will learn to demonstrate a steady beat

Students will learn to coordinate movement with music in the form of simple dances, circle games and creative movement through space.

FIRST GRADE OUTCOMES

Students will learn to sing in tune and on pitch with more consistency

Students will learn to demonstrate a steady beat with more consistency

Students will learn to identify and read rhythmic notation using ta, ti ti and rest

Students will learn to identify and read melodic notation using Sol, La, Mi, and later Re and Do, both from Kodaly hand signs and staff notation.

Students will learn to coordinate movement with music in the form of dances, more complex circle games and creative movement.

KINDERGARTEN

I. Students will learn to sing in tune and on pitch

Suggested Activities:

A. Echo melodic phrases using the pitches Sol-Mi, and later La. (SS1)

Examples:

- Hel-lo Tom-my. / Hel-lo Teach-er.
S M S M / S M S M
- “Whoo-oo” (imitating an owl sound) in different keys

B. Echo new songs phrase by phrase. (SS1)

C. Focus on, but do not limit yourself to, two and three note songs – Sol, Mi, La. (SS1,4)

Examples:

- “Bee, Bee, Bumblebee” (W) [*Science*]
- “Pease Porridge Hot” (W)
- “Old Mother Witch” (W)
- “Little Sally Waters” (W) [*Social Studies*]
- “Lucy Locket” (W, K)
- “Bounce High, Bounce Low” (SA)
- “Snail, Snail” (SA) [*Science*]
- “Doggie, Doggie” (W)

D. Sing songs with a range of up to a sixth. (SS1, 4)

Examples:

- “Andy Pandy” (SB)
- “That’s What’s New with Me!” (SB)
- “Seasons” (SB) [*Science*]
- “Hi-Dee-Roon” (SB) [*Social Studies*]
- “Juba” (SB) [*Social Studies*]
- “Wake Me, Shake Me” (H)

E. Utilizing any of the song material above, echo patterns with listening tube to model teacher's example. (SS1)

II. Students will learn to discriminate between high and low.

Suggested Activities:

A. Using the speaking voice, explore high and low through the use of chants. (SS1)

Examples:

- "One, Two, Three, Four, Five" (W) [Math]
- "Pussy Cat" (W)

B. Listen to, identify, and demonstrate high and low sounds, both vocal and instrumental. (SS1,3,4)

Examples:

- "Three Little Pigs" (SB) [ELA]
- "High and Low, Away We Go" (SB) [Science]
- "The Aviary" (SB) [Science]
- "The Elephant" (SB) [Science]
- "I Like to Stretch" (H) [ELA]
- "I'm Tall, I'm Small" (SB) [ELA]

C. Demonstrate high and low through movement. (SS3,4)

Examples:

- Students move arms up and down as they hear high and low sounds: "Bounce High, Bounce Low"
- Students pass object above head and through legs to high and low pitches in a song: "See Saw" (K)

III. Students will learn to discriminate between fast and slow.

Suggested Activities:

A. Use movement to explore fast and slow. (SS3)

Examples:

- “Walk and Stop” (SG)
- “Locomotion” (SB)

B. Respond to music of various tempos. (SS3)

Example:

- “Get on Board” (SB) *[Social Studies]*

C. Compare music of different tempos, such as a lullaby and a march. (SS3)

IV. Students will learn to discriminate between loud and soft.

Suggested Activities:

A. Use the voice to demonstrate loud and soft. (SS1,4)

Examples:

- “Lucy Locket” (W,K)
- “Grizzly Bear” (SB) *[ELA]*
- “Lady, Lady” (JT, Vol. 3)
- “Hush Little Baby” (K)
- “Chippewa Lullaby” (SB) *[Social Studies]*
- “Storm Dance” (SB) *[Science]*
- “Hello There” (SB) *[Science]*

B. Identify loud and soft through listening examples. (SS3)

Example:

- “Louds and Softs of the Season” (SB)

C. Use rhythm instruments to create a soft or loud accompaniment to poems and stories. (SS2)

Examples:

- “Clouds” (SB) *[ELA, Science]*
- “Rain Sizes” (SB) *[ELA]*

D. Play rhythm instruments loudly or softly to provide clues in Hide and Seek games, such as *Hide the Tambourine* or *Hide the Puppet*. (SS2)

V. Students will learn to discriminate between long and short sounds.

Suggested Activities:

A. Echo clap rhythm patterns using long and short sounds. (SS1)

B. Demonstrate long and short sounds from pictures and patterns. (SS1,3)

Examples:

- “Polly Wee” (SB)
- “Jig Jog Jig Jog” (H)

C. Identify long and short sounds in familiar songs. (SS3,4)

Examples:

- “John Kanakanaka” (H)
- “Old Blue” (SB)
- “Never Argue with a Bee” (H) [Science]
- “Bill Grogan’s Goat” (T) [ELA, Science]

D. Identify and demonstrate which rhythm instruments play long and/or short sounds. (SS1)

VI. Students will learn to demonstrate a steady beat.

Suggested Activities:

A. Demonstrate steady beat through movement and body percussion. (SS1,4)

Examples:

- “Bee Bee Bumblebee” (W) [Science]
- “Pick a Pumpkin” (H)
- “Bounce High, Bounce Low” (SA)
- “Copycat” (SB)

- “I’ve got that Happy Feeling” (H)
- “Nanny Goat” (SB)
- “Jim Along Josie” (SB)
- “Johnny Works with One Hammer” (T)

B. Demonstrate steady beat through teacher-led “Follow the Leader,” using any appropriate musical recording (Sousa marches, etc.). (SS1)

C. Play steady beat on rhythm instruments. (SS2)

D. Pass objects to steady beat through use of songs and games. (SS3)

E. Create steady beat movements to enhance songs and stories (SS1,4)

Examples:

- “Les Petites Marionettes” (SB) [*Social Studies*]
- “Mary Ann” (SB) [*Science*]

VII. Students will learn to coordinate movement with music in the form of simple dances, circle games and creative movement through space.

Suggested Activities:

A. Perform simple dances using loco motor and non-loco motor movements. (SS1,4)

Examples:

- “Looby Loo” (SB)
- “Hokey Pokey” (SB)
- “Bunny Hop” (T)
- “Teddy Bear” (SG)
- “Sally Go ‘Round the Sun” (SG)
- “Let’s Make a Circle” (SB) [Social Studies]
- “Clap, Wiggle and Stomp” (SB)

B. Play circle games that require moving to music. (SS1)

Examples:

- “Ring Around the Rosie” (SG)
- “Farmer in the Dell” (SB)
- “Oliver Twist” (SB)

- “Little Sally Waters” (W) [Science]
- “Charlie Over the Ocean” (W)

C. Create different ways to move throughout space to music. (SS3)

Examples:

- “Doing the Penguin” (SB) [ELA, Science]
- “Freeze Dance” (T)

FIRST GRADE

I. Students will learn to sing in tune and on pitch with more consistency

Suggested Activities:

A. Echo melodic phrases using the pitches Sol, Mi, La, and later Re and Do, using and understanding correct terminology and Kodaly hand signs. (SS1)

B. Echo new songs phrase by phrase. (SS1)

C. Focus on, but do not limit yourself to, three-note songs (S M L), and later, pentatonic songs. (SS1,4)

Examples:

- “Lemonade” (SB)
- “My Pony, Macaroni” (SB)
- “Wind Up the Apple Tree” (SB)
- “Green Sally” (W)
- “Bow Wow Wow” (W)
- “My Owlet” (W) [Science, Social Studies]
- “Apple Tree” (SB) [Science]
- “Button and Key” (T)

D. Sing songs with a range of up to an octave. (SS1,4)

Examples:

- “Cabin in the Wood” (T)
- “This Land Is Your Land” (SB) [Social Studies]
- “Counting Song” (SB) [Math, Social Studies]
- “Over in the Meadow” (SB) [Science]
- “Good-bye Julie” (SB) [Social Studies]

E. Utilizing any of the song material above, echo patterns with listening tube to model teacher’s example. (SS1)

II. Students will learn to demonstrate a steady beat with more consistency.

Suggested Activities:

A. Demonstrate steady beat through movement and body percussion. (SS1,4)

Examples:

- “Windshield Wipers” (SB) [ELA]
- “Apples, Peaches, Pears and Plums” (SB) [ELA]
- “Grinding Corn” (W) [Social Studies]
- “Deedle Deedle Dumpling” (T)

B. Demonstrate steady beat through teacher and student-led “Follow the Leader,” using any appropriate musical recording (Sousa Marches, etc.) (SS1)

C. Play steady beat on rhythm instruments to accompany a song. (SS2)

D. Pass object to steady beat through use of songs and games. (SS3)

Example:

- “Button You Must Wander” (K)

E. Create steady beat movements to enhance songs and stories. (SS1,4)

Examples:

- “Leila” (SB) [Social Studies]
- “Hambone” (SB)

III. Students will learn to identify and read rhythmic notation using “Ta” (), “Ti Ti” () and Rest ().

Suggested Activities:

A. Echo-clap four-beat patterns to introduce rhythmic terminology. (SS1)

B. Identify rhythms using syllables from teacher-clapped patterns. (SS3)

C. Notate rhythm patterns using manipulatives (straws, popsicle sticks) (SS1,2,3)

D. Identify and demonstrate rhythm patterns using Ta, Ti Ti and Rest in both new and old songs. (SS1,3)

Examples:

- “Apple Tree” (SB) [Science]
- “Pease Porridge Hot” (W)
- “Hot Cross Buns” (W)
- “Snail, Snail” (SA) [Science]
- “Pumpkin, Pumpkin” (SB)
- “Little Black Bug” (SB) [Science]

E. Create rhythmic ostinati to familiar songs, using Orff and/or rhythm instruments. (SS1,2)

F. Understand and identify rhythm patterns found in everyday speech and language. (SS3)

Example:

- Jen-ni-fer An-der-son

G. Improvise question-and-answer rhythm patterns using Ta, Ti Ti and Rest. (SS1)

IV. Students will learn to identify and read melodic notation using Sol, La, Mi, and later Re and Do, both from Kodaly hand signs and staff notation.

Suggested Activities:

A. Echo, then sight-sing melodic patterns using Kodaly hand signs to introduce melodic terminology. (SS1)

B. Notate simple melodic patterns using Sol, Mi, La, and later Re and Do. (SS1,2)

Examples:

- Using a 1 or 2-line floor staff (can be made with masking tape) and beanbags, students notate simple patterns.
- Progress to a 5-line staff using whiteboards.

C. Identify and demonstrate melodic syllables in new and old songs. (SS1,4)

Examples:

- “Icha Backa” (K)
- “Bye Baby Bunting” (K)
- “Ring Around the Rosy” (K)
- “Johnny Caught a Flea” (SB)

D. Improvise question-and-answer melodic patterns using Sol, La, Mi, and later Re and Do. (SS1,2)

Examples:

- Teacher Sings - “What did you do on your va-ca-tion?”
S L L S M S L S M

Possible Student Response-“I went to Dis-ney-World”
S M M S S M

- Teacher provides “question,” student plays “answer” on prepared Orff instrument or resonator bells.

V. Students will learn to coordinate movement with music in the form of dances, more complex circle games and creative movement.

Suggested Activities:

A. Perform dances using loco motor and non-loco motor movements. (SS1,4)

Examples:

- “Khorovod” (SB) [Social Studies]
- “Leila” (SB) [Social Studies]
- “Les Saluts” (SB) [Social Studies]
- “Valentine Dance” (SB) [Social Studies]
- “Bow Wow Wow” (W)

B. Play circle games that require more complex movement to music.
(SS1,4)

Examples:

- “Bluebird” (W)
 - “In and Out” (W)
 - “Come Back Home, My Little Chicks” (JT Vol. II)
- [Social Studies]
- “Kitty Kitty Casket” (JT Vol. II)
 - “Old King Glory” (T)

C. Create choreography using simple movements to familiar songs.
(SS1,3)

Resources Referenced

Abbreviation

| | |
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| <i>120 Singing Games and Dances for Elementary Schools</i> by Lois Choksy and David Brummitt Copyright 1987 by Prentice-Hall, Inc. | SG |
| <i>Folk Songs, Singing Games, and Play Parties</i> Volumes I-III By Jill Trinka | JT |
| <i>Holt Music</i> By Barbara Andress, Eunice Boardman Meske, Mary P. Pautz, and Fred Willman Copyright 1988 by Holt, Rinehart, and Winston, Publishers | H |
| <i>The Kodaly Method</i> By Lois Choksy Copyright 1988, Prentice Hall | K |
| <i>Sail Away</i> 155 American Folk Songs to sing, read and play Selected and Edited by Eleanor G. Locke Copyright 1988 by Boosey & Hawkes, Inc. | SA |
| <i>Silver-Burdett Making Music</i> Copyright 2005, Pearson Education, Inc. | SB |
| Traditional Folk Song | T |
| <i>A Workshop of Songs, Games and Dances</i> Booklet from a workshop presented by Janie Thurber and Shirley Wilson Hicksville Public Schools, Hicksville, NY, November, 1994 | W |